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ABSTRACT

This document comprises the second of two appendices (B) to a final report of a study, completed at Central Michigan University, focusing on the development of a competency-based elementary teacher preparation module in science education. Contained in this appendix are the assessment instruments used in the study--Semantic Differential Survey: Science, Form AF; Student Opinion Survey: Science Methods; and Elementary Education Field Experience Survey. The Student Opinion Survey: Science Methods instrument consists of four parts. Part 1 is designed to collect background information (science credits, GPA, etc.). Part 2 is a self-rating (five point scale) on achievement of course goals. Part 3 focuses on an evaluation of the learning activities involved in the methods course and Part 4 emphasizes perceptions about teaching and learning (Myself as a Teacher, Myself as a Student, Myself as a Science Teacher, Myself as a Science Student). (PEB)

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APPENDIX B

Assessment Instruments

SE 019 219

SEMANTIC DIFFERENTIAL SURVEY: SCIENCE

Form AF

General Directions: The purpose of this instrument is to survey your feelings and attitudes about SCIENCE and the role of science in the curriculum of the elementary school. It is not a test and the information obtained in the survey will not be used to evaluate individuals. The purpose of administering survey instruments which assess attitudes is usually to evaluate whether or not the program the student is enrolled in influences these factors. Your name has been requested so that information on this survey may be correlated with other information collected to evaluate the program to prepare teachers to teach elementary science. All information collected about an individual is confidential.

Name _____ Date _____

Student No. _____ Section No. _____

INSTRUCTIONS

Assessing how an individual feels about something is usually a difficult but important task in many situations. The following instrument has proven to be a successful way to measure feelings and it takes a minimal amount of time to complete.

On the following pages you will find a concept, an idea, an activity, a person, a place, or a thing. In each case these will be followed by a series of rating scales. Each scale consists of two adjectives representing extreme ways of feeling about something. Between each pair of adjectives there are seven spaces in which you may indicate your rating. Please rate each conept, idea, activity, person, place, or thing on each set of adjectives which follows it.

Use the following guidelines in making ratings. (The adjective pair good/bad is an example.)

If your feelings are extremely close to the meaning expressed by one end of the scale, place your checkmark (X) next to the appropriate adjective:

good __X__ : _____ : _____ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : _____ : _____ : __X__ bad

If your feelings are close to the meaning expressed by one end of the scale, but not extremely close, place your checkmark as follows:

good _____ : __X__ : _____ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : _____ : __X__ : _____ bad

If your feelings are only slightly like the meaning expressed by one end of the scale, but not really neutral, place your checkmark as follows:

good _____ : _____ : __X__ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : __X__ : _____ : _____ bad

If your feelings are neutral, or if the adjective pair seems irrelevant in relation to what you are rating, place your checkmark as follows:

good _____ : _____ : _____ : __X__ : _____ : _____ : _____ bad

Make your ratings quickly and give your first impressions. Experience shows that initial reactions on this task are usually the most valid expressions of how a person really feels.

1. Teaching student to believe in science as a means of dealing with real problems

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	len'ent
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

2. Teaching students to interpret a table of data

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

3. Teaching students to be willing to subject data and/or opinions to criticism and evaluation by others

positive	:	:	:	:	:	:	negative
foolish	:	:	:	:	:	:	wise
good	:	:	:	:	:	:	bad
unimportant	:	:	:	:	:	:	important
successful	:	:	:	:	:	:	unsuccessful
weak	:	:	:	:	:	:	strong
severe	:	:	:	:	:	:	lenient
humorous	:	:	:	:	:	:	serious
active	:	:	:	:	:	:	passive
simple	:	:	:	:	:	:	complex

4. Teaching students how to collect data through the use of the five senses

positive	:	:	:	:	:	:	negative
foolish	:	:	:	:	:	:	wise
good	:	:	:	:	:	:	bad
unimportant	:	:	:	:	:	:	important
successful	:	:	:	:	:	:	unsuccessful
weak	:	:	:	:	:	:	strong
severe	:	:	:	:	:	:	lenient
humorous	:	:	:	:	:	:	serious
active	:	:	:	:	:	:	passive
simple	:	:	:	:	:	:	complex

5. Teaching students to seek clarification of another's point of view or frame of reference

positive	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	negative
foolish	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	wise
good	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	bad
unimportant	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	important
successful	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	unsuccessful
weak	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	strong
severe	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	lenient
humorous	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	serious
active	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	passive
simple	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	complex

6. Teaching students about molecules and heat energy

positive	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	negative
foolish	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	wise
good	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	bad
unimportant	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	important
successful	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	unsuccessful
weak	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	strong
severe	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	lenient
humorous	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	serious
active	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	passive
simple	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	complex

7. Teaching students about space

positive	_____	_____	_____	_____	_____	_____	_____	serious
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

8. Teaching students about the Earth's changing surface

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

9. Teaching students about light energy

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

10. Teaching students about seeds and plants

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
humorous	_____	_____	_____	_____	_____	_____	_____	serious
active	_____	_____	_____	_____	_____	_____	_____	passive
simple	_____	_____	_____	_____	_____	_____	_____	complex

STUDENT OPINION SURVEY: SCIENCE METHODS

Purpose: The following instrument is intended assess your achievement in the course from your personal perspective or point of view. These ratings will be used to evaluate the course and not individual students. It is being collected as a part of a project to help improve instruction in science methods. Your name and student number are requested since it may be necessary to compare these ratings to other information collected at a different time. All responses of individual students are confidential and will not be available to the instructors of the course. The instructor will provide an envelop for response sheets. The last student to finish will be responsible for sealing the envelop and taking it to Rowe 103.

PART I: Background Information

A. Please provide the following identification information:

Name _____ Date _____

Student No. _____ Section No. _____

B. How many semester hours have you taken in each of the following sciences?

___ Biology

___ Chemistry

___ Physics

___ Physical Science

___ Geology

___ Earth Science

___ Mathematics

___ Other (Please Specify):

___ Total

C. What is your GPA for all courses? _____

A. Rate your accomplishment of each of the following course goals on the following five-point scale. Make your rating by writing the appropriate numerical value in the space next to each goal statement.

5-- I have accomplished this goal thoroughly and completely, both in its general sense and in its related details.
4-- I have accomplished this goal at a highly satisfactory level with respect to its general meaning, but have more to learn with respect to related details.
3-- I have accomplished this goal at a satisfactory level, but I have more to learn about its general meaning and with respect to related details.
2-- I have not accomplished this goal at a satisfactory level, and I have considerably more to learn both in a general sense and with respect to related details.
1-- I have not made any progress in accomplishing this goal, either in a general sense or with respect to related details.

	Goal Statement	Rating
1.	Understanding what inquiry skills are and how science-as-a-process is different than science-as-a-body-of-knowledge.	_____
2.	Knowing how to use the following inquiry skills: observing, classifying, measuring, using space-time relations, communicating, predicting, inferring.	_____
3.	Being able to plan learning activities for children which emphasize the development of inquiry skills such as observing, classifying, measuring, predicting, and inferring.	_____
4.	Knowing how to use the following tactics to gain students' attention and to relate a science lesson to their past experiences: using apparent inconsistencies, creating competition, creating a problem, setting expectancies.	_____
5.	Knowing how to use the following tactics for creating a common base of experiences related to instructional objectives of a science lesson: laboratory activities, field trips, demonstrations, role playing, quests, simulations.	_____
6.	Knowing how to use tactics which encourage pupils to form a new concept, principle, or skill or apply a concept, principle, or skill in a new situation.	_____

5-- I have accomplished this goal thoroughly and completely, both in its general sense and in its related details.
4-- I have accomplished this goal at a highly satisfactory level with respect to its general meaning, but have more to learn with respect to related details.
3-- I have accomplished this goal at a satisfactory level, but I have more to learn about its general meaning and with respect to related details.
2-- I have not accomplished this goal at a satisfactory level, and I have considerably more to learn both in a general sense and with respect to related details.
1-- I have not made any progress in accomplishing this goal, either in a general sense or with respect to related details.

	Goal Statement	Rating
7.	Knowing how to review and summarize a science lesson so that the important points are highlighted and students can be given a chance to demonstrate their understanding.	_____
8.	Understanding the important role of teacher questions in guiding learning.	_____
9.	Being able to distinguish between different kinds of questions: memory, translation, interpretation, application, analysis, synthesis, evaluation.	_____
10.	Being able to ask questions about science topics which would encourage students to use the following intellectual skills: translation, interpretation, application, analysis, synthesis, evaluation.	_____
11.	Knowing the scope, sequence, and focus of the major experimentally based and developed programs in elementary science: ESS, S-APA, SCIS.	_____
12.	Being able to analyze and evaluate ESS, S-APA, SCIS.	_____
13.	Being able to identify an appropriate topic for a unit of instruction in elementary science.	_____
14.	Being able to write instructional objectives for a science unit.	_____
15.	Being able to identify useful and needed resources to teach a science unit.	_____
16.	Being able to identify ways of evaluating student achievement for an elementary science unit.	_____

5-- I have accomplished this goal thoroughly and completely, both in its general sense and in its related details.
4-- I have accomplished this goal at a highly satisfactory level with respect to its general meaning, but have more to learn with respect to related details.
3-- I have accomplished this goal at a satisfactory level, but I have more to learn about its general meaning and with respect to related details.
2-- I have not accomplished this goal at a satisfactory level, and I have considerably more to learn both in a general sense and with respect to related details.
1-- I have not made any progress in accomplishing this goal, either in a general sense or with respect to related details.

	Goal Statements	Rating
17.	Knowing the state minimal performance objectives in science.	_____
18.	Being able to incorporate the state minimal objectives in science into plans for science units and lesson plans.	_____
19.	Knowing how to review and evaluate a textbook series in science.	_____
20.	Being able to identify or generate content objectives, inquiry skill objectives, psychomotor objectives, and affective objectives involved in short-term teaching strategies.	_____
21.	Being able to select and generate appropriate initiating, focusing, extending, and terminating tactics for a short-term teaching strategy in science.	_____
22.	Being able to recognize student behaviors which indicate that content objectives, inquiry skills objectives, psychomotor objectives and affective objectives have been achieved.	_____
23.	Being able to identify and use environmental awareness activities and strategies which promote environmental problem-solving.	_____
24.	Being able to generate ideas for and construct manipulative teaching aids related to science.	_____
25.	Developing a sense of confidence in your ability to teach science in the elementary grades.	_____

A. Place a check next to each of the activities or aspects of the course listed below which made an important or significant contribution to your accomplishments in the course.

___ Having a modular format to provide structure in the course.

___ Having objectives specified and made explicit.

___ Having activity oriented assignments and experiences.

___ Having an opportunity to observe children during a science lesson.

___ Having an opportunity to work with children who visited the class.

___ Using the answer sheets that go with instructional modules.

___ Having assigned readings and texts.

___ Having instructor handouts other than instructional modules.

___ Having formal or lecture type sessions with the instructor.

___ Having informal group meetings with the instructor.

___ Having individual conferences with the instructor.

___ Having opportunities to work with other students and discuss coursework with them.

___ Using the instructional materials center.

___ Other (Please specify):

B. Rank each of the items checked above in terms of how significant or important it was. Give the rank of 1 to the most important, the rank of 2 to the next most important, and so on.

DIRECTIONS: On the following pages you will find a concept, an idea, an activity, a person, a place, or a thing. In each case these will be followed by a series of rating scales. Each scale consists of two adjectives representing extreme ways of feeling about something. Between each pair of adjectives there are seven spaces in which you may indicate your rating. Please rate each concept, idea, activity, person, place, or thing on each set of adjectives which follows it.

Use the following guidelines in making ratings. (The adjective pair good/bad is an example.)

If your feelings are <u>extremely close</u> to the meaning expressed by one end of the scale, place your checkmark (X) next to the appropriate adjective:

good __X__ : _____ : _____ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : _____ : _____ : __X__ bad

If your feelings are <u>close</u> to the meaning expressed by one end of the scale, but not extremely close, place your checkmark as follows:

good _____ : __X__ : _____ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : _____ : __X__ : _____ bad

If your feelings are only <u>slightly</u> like the meaning expressed by one end of the scale, but not really neutral, place your checkmark as follows:

good _____ : _____ : __X__ : _____ : _____ : _____ : _____ bad

or

good _____ : _____ : _____ : _____ : __X__ : _____ : _____ bad

If your feelings are <u>neutral,</u> or if the adjective pair seems irrelevant in relation to what you are rating, place your checkmark as follows:

good _____ : _____ : _____ : __X__ : _____ : _____ : _____ bad

Make your ratings quickly and give your first impressions. Experience shows that initial reactions on this task are usually the most valid expressions of how a person really feels.

positive	_____	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	_____	lenient
soft	_____	_____	_____	_____	_____	_____	_____	hard
active	_____	_____	_____	_____	_____	_____	_____	passive
slow	_____	_____	_____	_____	_____	_____	_____	fast
excitable	_____	_____	_____	_____	_____	_____	_____	calm
confusing	_____	_____	_____	_____	_____	_____	_____	clear
predictable	_____	_____	_____	_____	_____	_____	_____	unpredictable
simple	_____	_____	_____	_____	_____	_____	_____	complicated
understandable	_____	_____	_____	_____	_____	_____	_____	mysterious
authoritarian	_____	_____	_____	_____	_____	_____	_____	democratic
unstructured	_____	_____	_____	_____	_____	_____	_____	structured
informal	_____	_____	_____	_____	_____	_____	_____	formal
rigid	_____	_____	_____	_____	_____	_____	_____	flexible
responsible	_____	_____	_____	_____	_____	_____	_____	irresponsible
difficult	_____	_____	_____	_____	_____	_____	_____	easy
fun	_____	_____	_____	_____	_____	_____	_____	work
closed	_____	_____	_____	_____	_____	_____	_____	open
relaxed	_____	_____	_____	_____	_____	_____	_____	tense
false	_____	_____	_____	_____	_____	_____	_____	genuine

positive	_____	_____	_____	_____	_____	_____	negative
foolish	_____	_____	_____	_____	_____	_____	wise
good	_____	_____	_____	_____	_____	_____	bad
unimportant	_____	_____	_____	_____	_____	_____	important
successful	_____	_____	_____	_____	_____	_____	unsuccessful
weak	_____	_____	_____	_____	_____	_____	strong
severe	_____	_____	_____	_____	_____	_____	lenient
soft	_____	_____	_____	_____	_____	_____	hard
active	_____	_____	_____	_____	_____	_____	passive
slow	_____	_____	_____	_____	_____	_____	fast
excitable	_____	_____	_____	_____	_____	_____	calm
confusing	_____	_____	_____	_____	_____	_____	clear
predictable	_____	_____	_____	_____	_____	_____	unpredictable
simple	_____	_____	_____	_____	_____	_____	complicated
understandable	_____	_____	_____	_____	_____	_____	mysterious
authortarian	_____	_____	_____	_____	_____	_____	democratic
unstructured	_____	_____	_____	_____	_____	_____	structured
informal	_____	_____	_____	_____	_____	_____	formal
rigid	_____	_____	_____	_____	_____	_____	flexible
responsible	_____	_____	_____	_____	_____	_____	irresponsible
difficult	_____	_____	_____	_____	_____	_____	easy
fun	_____	_____	_____	_____	_____	_____	work
closed	_____	_____	_____	_____	_____	_____	open
relaxed	_____	_____	_____	_____	_____	_____	tense
false	_____	_____	_____	_____	_____	_____	genuine

positive	____	____	____	____	____	____	____	negative
foolish	____	____	____	____	____	____	____	wise
good	____	____	____	____	____	____	____	bad
unimportant	____	____	____	____	____	____	____	important
successful	____	____	____	____	____	____	____	unsuccessful
weak	____	____	____	____	____	____	____	strong
severe	____	____	____	____	____	____	____	lenient
soft	____	____	____	____	____	____	____	hard
active	____	____	____	____	____	____	____	passive
slow	____	____	____	____	____	____	____	fast
excitable	____	____	____	____	____	____	____	calm
confusing	____	____	____	____	____	____	____	clear
predictable	____	____	____	____	____	____	____	unpredictable
simple	____	____	____	____	____	____	____	complicated
understandable	____	____	____	____	____	____	____	mysterious
authoritarian	____	____	____	____	____	____	____	democratic
unstructured	____	____	____	____	____	____	____	structured
informal	____	____	____	____	____	____	____	formal
rigid	____	____	____	____	____	____	____	flexible
responsible	____	____	____	____	____	____	____	irresponsible
difficult	____	____	____	____	____	____	____	easy
fun	____	____	____	____	____	____	____	work
closed	____	____	____	____	____	____	____	open
relaxed	____	____	____	____	____	____	____	tense
false	____	____	____	____	____	____	____	genuine

positive	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	negative
foolish	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	wise
good	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	bad
unimportant	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	important
successful	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	unsuccessful
weak	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	strong
severe	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	lenient
soft	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	hard
active	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	passive
slow	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	fast
excitable	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	calm
confusing	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	clear
predictable	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	unpredictable
simple	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	complicated
understandable	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	mysterious
authoritarian	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	democratic
unstructured	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	structured
informal	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	formal
rigid	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	flexible
responsible	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	irresponsible
difficult	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	easy
fun	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	work
closed	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	open
relaxed	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	tense
false	_____ :	_____ :	_____ :	_____ :	_____ :	_____ :	_____	genuine

ELEMENTARY EDUCATION FIELD EXPERIENCE SURVEY

Name of Student Teacher _____ Period of Supervision _____ to _____

Name of Supervising Teacher _____

School _____ Grade Level _____ No. of Pupils _____

Special Pupil Characteristics _____

_____

_____

1. Has this student teacher prepared any lesson plans in science or any other curriculum area during the period of supervision?

   Science: _____ Yes _____ No Other Area: _____ Yes _____ No

A. If yes, describe the content of the lesson plan(s) and rate them on the checklist presented below.

   Science: _____ Other Area: _____

B. Listed below are possible characteristics of lesson plans. Place a check in the appropriate space next to the characteristic if it was present in the student teacher's lesson plan.

	Science	Other Area
(1) Learning outcomes are clearly stated.	_____	_____
(2) Learning outcomes are appropriate and worthwhile, given the pupils to be taught.	_____	_____
(3) Indicators to be used as evidence of achievement are identified.	_____	_____
(4) Procedures to be used in obtaining evidence of achievement are identified.	_____	_____
(5) The plan contains provisions for modifying the objectives of the lesson to meet individual pupil characteristics.	_____	_____
(6) Instructional materials to be used in the lesson are clearly identified.	_____	_____
(7) Instructional materials are appropriate for both the objectives and the learners.	_____	_____

	Science	Other Areas
(8) Organizational and instructional procedures are identified.	_____	_____
(9) Organizational and instructional procedures are appropriate to both the objectives and the learners.	_____	_____
(10) The plan contains provisions to assess where the learners stand with respect to objectives prior to instruction.	_____	_____
(11) The plan makes provision for feedback to pupils during the time the lesson occurs.	_____	_____
(12) There are provisions for assessing where learners stand with respect to objectives after the lesson.	_____	_____
(13) The plan indicates what happens next with pupils if expected learning outcomes are attained.	_____	_____
(14) The plan indicates what happens next with pupils if expected learning outcomes are not attained.	_____	_____
(15) The lesson plan is appropriate to the school setting in which it is to be presented.	_____	_____
(16) The lesson plan appears to be feasible given the background and skills of the student teacher who is to present it.	_____	_____

2. Has the student teacher taught any lessons in science or any other curriculum areas during the period of supervision?

Science: _____ Yes _____ No Other Areas: _____ Yes _____ No

A. If yes, please describe the content of the lessons and rate them on the checklist presented below.

Science: _____ Other Areas: _____

B. Listed below are some possible characteristics of teacher behavior during a lesson. Place a check in the appropriate space next to the characteristic if you feel it was present in the lessons you observed being taught by this student.

	Science	Other Areas
(1) The learning outcomes or objectives were clearly explained to the pupils.	____	____
(2) The student teacher looked for evidence that children understood the objectives before proceeding.	____	____
(3) The student teacher made attempts to help the pupils view the objectives as appropriate and worthwhile.	____	____
(4) The student teacher referred back to the objectives during the lesson.	____	____
(5) As pupils responded to the lesson, the student teacher made changes in the objectives of the lesson, or differentiated among the objectives according to pupil ability.	____	____
(6) The student teacher managed unexpected visitors or unusual events so that they did not cause disruption of learning.	____	____
(7) The student teacher managed mildly disruptive pupil responses in a way that kept them from becoming intensified to spread to others.	____	____
(8) The student teacher managed pupils who caused a disruption in such a way that they will tend not to be disruptive a second or third time.	____	____
(9) The student teacher used some formal or informal pre-lesson assessment to see where pupils stood with respect to a lesson.	____	____
(10) Pre-lesson assessment was carried out in brief period of time and without undue attention being drawn to it.	____	____
(11) The student teacher took advantage of pre-lesson assessment to modify what she is doing or intended to do.	____	____
(12) The transition between the previous learning activities and the lessons was smooth and effective.	____	____
(13) The student teacher selected learning activities which were intrinsically interesting to pupils and kept their attention during the lesson.	____	____

	Science	Other Areas
(14) The student teacher used questioning strategies or personal interaction to get pupils involved.	_____	_____
(15) The student teacher used concrete rewards or tokens to motivate pupils during the lesson.	_____	_____
(16) The materials used by the student teacher and pupils during the lesson were employed to best advantaged.	_____	_____
(17) The instructional procedures employed by the student teacher were used to their best advantaged.	_____	_____
(18) The way pupils were grouped or organized for the lesson was appropriate and effective.	_____	_____
(19) The lesson was terminated and 'wrapped up' in a way that was effective.	_____	_____
(20) The student teacher provided a way to record and display student achievement of lesson objectives so that it is easy for others to determine where each student stands with respect to the objectives.	_____	_____

3. A. In which of the following areas of the elementary curriculum have you had an opportunity to observe this student teacher's ability to plan, carry-out, and evaluate instruction.

_____ Reading
_____ Language Arts
_____ Science
_____ Mathematics
_____ Social Studies
_____ Music
_____ Art
_____ Other:

B. Rank each of the items you checked above in terms of how successful you believe the student teacher was in promoting pupil learning. Give one to the area in which you think she was most successful; two to the area in which she was next most successful, and so on.

4. Does this student teacher appear to need additional preparation for teaching in any of the areas listed above or in general?

_____ Yes _____ No _____ Not Sure

If yes, please comment: